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ABSTRACT

This manual was developed, as a result of a state policy establishing high school graduation requirements for limited-English-proficient (LEP) students, to provide teachers with resources for improving instruction of the LEP population. The manual describes classroom strategies based on current theory and research on second language acquisition. It consists of three sections: (1) effective practices associated with second language acquisition, including a low-anxiety environment, meaningful communication, listening time before speech is required, provision of many opportunities to speak, use of native language literacy as a basis for second language skills, and use of a variety of teaching techniques and materials; (2) language transition in the content areas, including use of student cues to adjust the level of English used, designation of specific portions of content area material for practicing English, effective questioning techniques, and establishment of good academic second language proficiency before mainstreaming; and (3) cultural considerations in the classroom, including frequent use of cultural information, anticipating areas of cultural conflict, collecting background information on schooling in students' home countries, clarification of teacher and pupil roles, recognition of verbal and non-verbal cultural behaviors, observation of student interaction preferences, and adaptation of instruction to differences in cognitive styles. A list of 26 references is included. (MSE)

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NEW JERSEY STATE DEPARTMENT OF EDUCATION

EFFECTIVE PRACTICES FOR BILINGUAL/ESL TEACHERS

**Classroom Strategies
for Teachers of
Limited English Proficient
Students**

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EFFECTIVE PRACTICES FOR BILINGUAL/ESL TEACHERS

Classroom Strategies for Limited English Proficient Students

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Commissioner of Education

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Dear Fellow Educators:

New Jersey's design for educational excellence requires that all students achieve statewide standards of performance in basic skills. These standards have been raised with the new, more rigorous High School Proficiency Test.

In order to better prepare limited English proficient (LEP) students to compete academically and to succeed fully in our society, the New Jersey State Department of Education has established a policy for high school graduation requirements for LEP students. These higher standards call for continued improvement of bilingual and English as a second language programs as well as of basic skills and migrant education programs.

This manual was developed as part of the efforts of the Division of Compensatory/Bilingual Education to provide resources designed to improve the instruction of LEP students. Classroom strategies based on current theory and research about second language acquisition are presented. The information presented in this handbook will enable teachers to strengthen the effective practices they are already using and will introduce them to new instructional strategies.

The department continues to provide those services necessary to fulfill its commitment to help bring educational excellence to all of New Jersey's students.

Sincerely,

A handwritten signature in dark ink, appearing to read "Saul Cooperman".

Saul Cooperman
Commissioner

ACKNOWLEDGMENTS

This manual was developed by the staff of the Division of Compensatory/Bilingual Education, Sylvia M. Roberts, Director.

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INTRODUCTION

This manual is designed to be a handbook of practices for meeting the special needs of students whose English proficiency is limited. It reviews findings from bilingual program research and offers practical applications of those findings. While intended for use by teachers of limited English proficient (LEP) students in bilingual, English as a second language (ESL), or migrant education programs, these practices may also be used by other teachers whose students may have English language skills below those of their classmates.

"Research is important for teachers because it investigates which solutions work best for which problems, in which situations, with which learners" (Chamot, 1981, p. 1). The more teachers know about the findings of current research, the more effectively they can plan, implement and evaluate their bilingual programs. In general, the attributes of effective bilingual teaching are the attributes of effective teaching in any classroom. Good bilingual education is good education. Some of the shared characteristics of high quality instruction are:

- Strong academic goals and clearly stated learning objectives complementing the school-wide curriculum;
- Materials appropriate to the needs of the students and sufficient to provide an enriched content, not just the bare minimum;
- A comfortable, attractive and functional learning atmosphere;
- High expectations communicated both for individual students and for the entire class;
- Students, with a clear picture of what they will accomplish, performing more than they thought they were capable of doing;
- Instruction carried out at a fairly fast pace while maintaining a high level of student participation;
- Maximum student time on task accomplished by the teacher modeling how to perform the assignment competently and providing ample group and individual practice time;
- Recognition of student achievement which incorporates specific feedback on learning performance;

- Immediate, goal-oriented feedback that includes a description of the standard of performance, a review of what has been achieved, and what is still needed;
- A spirit of cooperation in education among the school, the parents and the community; and
- Active monitoring of student progress and of the teaching/learning program by using evaluation results for program review and improvement.

In addition to these shared characteristics, some other educational practices are specifically relevant to appropriate instruction for LEP students. In a study conducted by Tikunoff (undated), using a national sample, five features were found to be present consistently in effective bilingual programs. They were:

- Clear statements to the students about accurate completion of the learning tasks and level of mastery expected of them;
- Use of "active teaching" behavior during instruction in the basic skills;
- A choice of language based on a spontaneous response to the students' need for clarification;
- Integration of ESL development with instruction in the content areas; and
- Use of and response to information about the students' home culture(s).

Since this manual is intended to improve the quality of instruction for New Jersey's LEP students, it will address the features that research has identified as characteristic of effective bilingual instruction. To do this, it has been divided into three sections.

The first, "Effective Practices Associated with Second Language Acquisition," discusses the theoretical background of language development and suggests some strategies for using that theory in classrooms.

"Language Transition in the Content Areas," the second section, focuses on that crucial period between instruction primarily in L₁ and totally in English: the transition period. This section presents ways for teachers to develop students' higher order thinking skills by understanding the linguistic proficiencies necessary for various levels of questions. It then looks at each of the content areas separately to consider some specific issues related to art, music and physical education, math, science, social studies and language arts.

The third section, "Cultural Considerations in the Classroom," discusses the effects of cultural differences on classroom activities. It describes some teaching and learning preferences which are common in this country and others which are common in different societies.

Highlighted suggestions called "Try This!" are included throughout the manual to offer some immediate effective practices. Finally, a list of references has been included for those who wish to find further information.

By presenting both research which identifies the characteristics of effective education for LEP students, and practical applications of that research, the manual should be of immediate use to teachers who are in direct, day-to-day contact with these students. It should also be helpful to administrators and supervisors who develop and evaluate programs or train teachers.



EFFECTIVE PRACTICES ASSOCIATED WITH SECOND LANGUAGE ACQUISITION

Studies related to developing a second language have been abundant in the past two decades. In the United States, these studies generally relate to developing English proficiency in students who speak other languages. Current research shows that the ability to communicate in a second language is often better developed through "acquisition," which is similar to the way the first language develops (Krashen and Terrell, 1983), than through formal language instruction. Research has also identified two aspects of language proficiency that are relevant to the school setting and learning strengths of pupils at different ages. This section will address these research findings and some specific effective practices for ESL classes.

There are two ways in which language is learned. The first, language acquisition refers to learning language as young children do, that is by hearing it and using it in natural settings. The second, formal language learning, refers to studying rules and their applications. Those who have studied a foreign language through a grammar/translation or audio-lingual method will remember experiencing a reluctance to speak for fear of "saying it wrong." They can also remember painstaking mental analyses before each part of a sentence was spoken to review it for grammar, syntax and morphology. Formal language learning, in the sense of breaking down rudimentary rules or procedures with a focus on syntax, does not necessarily lead to an ability to communicate effectively.

Students allowed to acquire a second language as they did their first, by being involved in its use for necessary communication, develop a subliminal understanding of syntax that influences their language behavior. Whether it is a first or second language, however, certain factors are common to language development:

- A silent period in which learners absorb the meaning of the language around them and build competence until they are ready to speak;
- Comprehensible input, made up of words or language that is known plus a new element which the learner can understand because of the context; and
- Meaningful practice in listening, speaking, reading and writing that involves using the language for practical communication.

The careful inclusion of each of these factors assures that a second language will develop in a thorough and efficient manner.

A young child picks up a first language from a parent's use of simplified speech. This "caretaker speech," which parents use naturally, has been found to be helpful for second language acquisition as well. Caretaker speech is structurally simpler to help children understand. Parents use it not to teach their children language, but to communicate with them at their level of comprehension. It would be rare to hear a parent/child exchange like this one:

Parent: Would you like some orange juice?

Toddler: Yes please Mother, I want some juice.

It would be much more common to hear this:

Parent (holding cup toward child): Do you want some juice?

Toddler (extending hands toward cup): Juice.

Communication has taken place.

Effective ESL teachers also modify their speech patterns to ensure communication. This should not be confused with "foreigner talk" which is often broken and grammatically incorrect. Teachers, like parents, model grammatically and idiomatically correct language that makes use of simplified structures. Like the juice and the cup, ESL teachers also rely on concrete objects, as well as on the simple language structure to create a rich context for language acquisition. This context base aids the acquisition process; and the meaningfulness of the content of the communication pervades all steps in the process.

Recent studies have identified two aspects of language proficiency which are related to school activities (Cummins, 1983). They have been called basic interpersonal communicative skills (BICS) and cognitive/academic language proficiency (CALP). BICS refer to conversational language which is usually embedded in a specific context and involves many non-verbal clues, concrete objects and linguistically simple structures. It is the language that serves in personal and social situations, but does not necessarily aid scholastic achievement. Like the language of the toddler, BICS develop first and more easily for the second language pupil.

CALP, on the other hand, refers to language proficiencies that are related to literacy and academic achievement. Academic language is often structurally complex and, when written, lacks clues to clarify its meaning. Often, without non-verbal indicators, the only way to fully understand academic language is through an analysis of that language and of other language around it. Research indicates that while BICS can be acquired in a second language in about two years time, CALP may take several additional years for non-English proficient students to attain.

TRY THIS!

Look at a textbook you are currently using with LEP students. Analyze the language on one page. Does it require BICS or CALP? How much of the content could be understood in a context that is not language related? (BICS) How much of the content relies on other words or higher order thinking to understand? (CALP)



The dog is in the doghouse. (Context embedded - BICS)
Because Scott went fishing, the dog has not been fed.
(Context reduced - CALP)

This research has significance for bilingual and ESL programs in language assessment and in transferring students to English-only instruction. ESL classes usually focus on developing BICS, while content area materials often presume that students have CALP. For this reason New Jersey's exit criteria refer to "demonstrated language proficiency" rather than to length of time in a bilingual program. Districts need to select tests and other criteria which measure both BICS and CALP when determining language proficiency. The English language ability of LEP students entering school can range from completely non-English proficient to sufficiently proficient to be just slightly below the eligibility cut-off. These learners will have different needs in both language and in content classes and they will spend different lengths of time in the program. Because LEP students are often heterogeneously grouped with regard to their language skills, teachers of subject area classes need to have a thorough understanding of how to help their pupils develop the academic language necessary to progress in the content area.

There is no longer a single age that is considered critical for second language acquisition. Language students at different ages learn different features of language more readily.

Younger students quickly acquire vocabulary needed to label things. They are more skillful than older students at imitating pronunciation, tone, stress and rhythm. Older students, on the other hand, can capitalize on the proficiencies they have developed in the first language, L_1 , to generalize or to transfer information to L_2 . Their experiences with language, their maturity and their motivation often enable them to learn more language in a shorter period of time than younger pupils can. They know, for example, that reading is the application of written symbols to spoken sounds. They also know that those symbols follow an ordered progression such as left to right or top to bottom. Literate students can apply this knowledge to reading in the new language. Because they have developed more sophisticated strategies for learning in general, older pupils more quickly acquire morphology (word endings) and syntax (word order). Their memory skills can be used to memorize grammar rules. Having learned how to classify things, these pupils are able to classify parts of speech and apply generalizations about their use to developing novel sentences.

Following are a number of practices found to be effective for second language acquisition at all ages. They refer primarily to the development of BICS which are the beginning level skills. Teachers of limited English proficient students will benefit from creating a supportive environment, using L_2 as the medium of instruction, providing listening and speaking opportunities, providing reading instruction in L_2 when literacy in L_1 is well established, and offering variety in approach and methodology.

An environment of low anxiety is provided to foster language acquisition.

Students in second language classes often feel stress related to inability or limited ability to communicate their thoughts. This is

especially true of older students who have had successful school experiences, or of adults who have well-developed speech patterns in the first language. To suddenly find oneself unable to express ideas at a sophisticated level, or making grammatical errors of the simplest nature, can be devastating. Defenses go up to compensate for feelings of vulnerability and block openness to learning. Knowing this, a sensitive teacher promotes an environment of low anxiety and positive motivation to reopen students' willingness to learn and to increase their confidence that they can acquire the language. This allows the students to feel secure as they attempt to communicate. The teacher plans for small group or paired activities to lessen anxiety as well as to promote cooperation among the students. When they realize that they are all struggling together, students will feel less inhibited about making errors. They also discover, from the response of their partners, that they actually are communicating ideas even though the grammar or pronunciation may not be perfect.

The second language is best taught when it is used for meaningful communication.

For both first and second language learners, meaning is the key to linguistic development. Students remember language that is meaningful to them. When toddlers develop their first language, it is in a context-rich environment filled with concrete objects and topics of present interest. To ease acquisition to a second language, that language also should be embedded in a relevant context. In schools, integrating ESL instruction with the basic skills makes language more functional for the students. Using the context, materials, textbooks and activities of the science, math or social studies class provides a meaningful setting for practicing English.

Effective teachers create situations in which the students have an immediate and practical purpose for using the language. Grammar-translation approaches do not lend themselves to this kind of language acquisition but structured immersion strategy programs, among others, are based on communicating real messages. Finding Out/Descubrimiento (DeAvila and Duncan, 1980) is an instructional program designed to develop language skills in the context of math and science. Action-oriented activities, such as those used in Total Physical Response (Asher, 1979), also clarify meanings and functions within a concrete context. Further information about using the second language in content area classes can be found in the section of this handbook called "Language Transition in the Content Areas."

Students are allowed to listen before they are required to speak.

As children acquire their first language, they listen to a great deal of language and are able to make some sense of it before speech is attempted. Parents model words and syntax that they want children to imitate. In addition to choosing what they say to the child, parents also enrich a child's auditory comprehension by reading aloud and reciting rhymes and poetry for the child.

For second language learners, language heard at this point must be understandable; otherwise, it is just another kind of noise. During the listening periods, language that is understood is called comprehensible input. It consists of words that are already known plus a range of new language that is being presented systematically. Context, such as a picture, is used to help understanding of language that is a bit beyond the learner's current level of competence. Through context clues and the meaningfulness of the communication, pupils are able to grasp the meaning of new language that is at the next higher level of the acquisition ladder. Comprehensible input, therefore, is not sequenced grammatically; rather it develops as the learner reaches for whatever tools are necessary for conversational management. The content of the communication dictates the grammatical forms that are used. The structures are simple enough to allow listeners to figure out what is being said and how it is being expressed. However, the content, vocabulary and grammar, can range to whatever forms are functional for carrying on meaningful communication.

Effective teachers allow students to have a silent period, or a delay in the onset of speech, while they supply comprehensible input. Students are trained to demonstrate their understanding in the meantime by making some physical response rather than an oral one.

*Teacher (showing a rock): Hold up one finger
if this object is organic; two
fingers, if it is inorganic.*

In the preceding example the new words would be "organic" and "inorganic." The language already known would be "hold up one finger," or "two fingers." This comprehensible input is increasing English proficiency while still allowing a silent period for the pupils. (Later student responses can be limited to a single word, "yes" or "no" for example, or a very short phrase.)

To facilitate understanding, research shows that effective teachers paraphrase, repeat, slow down, explain and demonstrate. By tape recording a lesson it is possible for teachers to listen to their language and evaluate its comprehensible input. The linguistic forms, though simple, should sound natural, not artificial. The words used should be useful to the learners and should be aimed just beyond their present English proficiency.

Students are provided many opportunities to speak.

After having a silent period, the more a student is able to speak, the better his speech becomes. "Practice makes perfect" applies here. When they are ready, students should be encouraged to talk, talk, talk, and talk some more. However, students do not begin uttering perfectly formed, grammatically correct sentences. They will begin with single words or short phrases which contain few function words or grammatical markers, just as small children produce in their first speaking attempts. They will inevitably produce incorrect or incomplete language before they produce whole sentences or complex speech. Teachers expect errors and consider them indicators of progress. When they analyze errors, successful teachers find which grammatical rules the student has grasped and which rules are being generalized into incorrect situations. For example, in the following sentence about a dog, it is evident that the student understands the formation of plurals in English.

TRY THIS!

To provide opportunities for listening and speaking, form class members into panels of four or five students to present discussions on certain issues. Each member of the panel will role play a different point of view. A "current events of the past" approach, for example, could include:

1. How should the Narragansetts react to the arrival of the Pilgrims?
(roles: tribal chief; elder; woman; child; warrior)
2. Should the U.S. drop the atomic bomb on Japan?
(roles: general; politician; pacifist; Japanese student; family members of US and Japanese soldiers)
3. Should a nuclear power plant be built in our community?
(roles: citizen; mayor; representative of the utility company; student with many electrical gadgets; economist)
4. Should the colonies break from England?
(roles: King George III; Benjamin Franklin; William Franklin, Tory governor of New Jersey; colonist from Sweden; colonist from Holland)

Allow a specified time for each panelist to present an overview of the key points and then a few minutes for an open discussion. Ask other class members to vote on the issue based on the arguments they have heard.

Since there is a natural order to grammatical acquisition this beginning level student can be expected to grasp the correct use of the plural in this sentence first.

"Bootsie walk me two feet."

Later, function words such as prepositions will begin to appear.

"Bootsie walk to me on two feet."

One of the more advanced English grammatical structures, the third person singular -s, would be the last acquisition the teacher would expect.

"Bootsie walks to me on two feet."

The teacher knows that error correction, especially for young learners, is not effective. The acquisition of correct forms, as they are heard being used in context, will come with time. Meanwhile communication is still taking place. The teacher may restructure or expand the pupil's sentence rather than correct the grammar. This lets the speaker know that the communication is understood and it provides an appropriate model for further statements.

"Oh, your little dog knows how to walk on two feet! Did you teach him that trick?"

Students will gradually correct their own syntax as they acquire more fluency in English. Rather than using structured oral skills, effective teachers rely on useful, natural exchanges remembering that L₂ develops better in a context of meaningful communication rather than one focused on structure.

Literacy in L₁ is used as the basis for developing reading and writing skills in L₂.

A good predictor of a student's reading and writing ability in a second language is the strength of those skills in the first language. Students who have developed listening, speaking, reading and writing skills in L₁, and who have used that language for higher order cognitive processes, will learn to read and write English more readily. A sufficiently broad oral vocabulary in English ensures that students will understand most of the words in the beginning reading materials they are given.

Given these prior skill requirements, the pupil is likely to be older than a native English-speaking child learning to read and write in L₁. Therefore the learning needs for this student will be different. Oral reading, for example, is usually not effective for LEP students. It is slower and less efficient than silent reading. Since the student is probably already a silent reader in L₁, it is better to encourage this skill in English also. Oral reading periods have a tendency to degenerate into pronunciation lessons and reading for comprehension becomes lost.

Just as listening comprehension is better than speech production for most LEP students, a student's reading comprehension is usually better than either oral or written production. Oral reading can reveal good decoding skills and mask comprehension problems. Effective teachers plan a discussion period in L₁ to follow reading in English for the purpose of checking comprehension.

A variety of teaching techniques, approaches and materials is used.

No one method or approach is appropriate for every learner. In New Jersey a variety of approaches to teaching language can be found. Transitional bilingual education programs use two languages, one of which is English, to instruct students until they are ready for instruction in English only. In ESL classes, some of which are a part of bilingual programs, the goal is acquisition of English skills in listening, speaking, reading and writing for speakers of other languages. Structured immersion strategy programs, which are presently being piloted in New Jersey, aim to develop competence in a second language by teaching all subject matter through the carefully structured use of L₂. Within the contexts of any of these approaches, successful teachers have mastered many different methods of facilitating language acquisition.

Instructional practices that influence language development affect learners differently depending on their cultural backgrounds, their level of English proficiency and whether they are promoting comprehension or production (Fillmore, 1982). The quality of the teacher's language affects the production level of the students. Teachers who use clear, audible, content-rich language have more success in developing those skills in their students.

Whether the instructional model be rote learning, discovery or conversational, effective teachers build in two elements. They provide many opportunities for LEP students to interact both with teachers and with English-proficient peers, and they plan for maximum student time-on-task. The more students are engaged in English exchanges and the more time they spend on curriculum-centered activities, the greater their gains in both production and comprehension will be. By varying methods, materials and types of evaluation, effective teachers help to develop greater language flexibility in their pupils.

Successful teachers observe and capitalize on preferred learning styles of individual students. They structure lessons to aid the language learners that Ventriglia (1982) calls "beaders," "braiders" and "orchestrators." Beaders are students who concentrate on semantics; they learn word meanings

individually and work with only one word at a time. Words, for them, are like beads on a string. They prefer that the words be offered for learning in categories such as "clothing," "food" or "animals." Braiders, on the other hand, concentrate on syntax and look for patterns in language structure. They acquire language in meaningful chunks and weave or overlap those chunks into sentences very early. They learn best from social interactions where they can imitate and repeat model patterns. Braiders work well in small groups, especially with a native English speaker as a mentor. Orchestrators are language learners who concentrate on sounds and who spend a long time attending to intonation and rhythm. They understand what is said by the tone rather than the words. Orchestrators prefer to learn songs and rhythmic poems. They can comprehend short sentences that are enunciated carefully. Teachers who are effective present lessons with enough variety to accommodate each type of learner.

Such teachers also plan for input from a variety of speakers so that students have exposure to formal and informal speaking patterns as well as individual differences in style and register. Adults, other than the teacher, who are native English speakers can be used as good models. It is important as well for pupils to have exposure to other speakers of English as a second language. They will hear a variety of accents and have the opportunity to see that such people are treated with equal respect in the society.

When pupils are listening to something of interest to them, they make an extra effort to understand and thereby will accelerate their language acquisition. For this reason, language lessons should incorporate a variety of topics which are pertinent to the class. To further increase variety, students benefit from being regrouped often into small working units. Effective teachers give students the freedom to engage in task-oriented talk among themselves during class time, arrange for peer tutoring, group students for collaborative assignments, and encourage students to consult with one another often. Working with their LEP classmates and with their native English-speaking peers builds understanding and acceptance of diversity for all involved.

TRY THIS!

To encourage interactions between LEP students and native English speakers, try these suggestions:

1. Seek students who can act as peer tutors for LEP pupils with low achievement in a content area class.
2. Arrange for LEP pupils to tutor or teach particular skills that they have to interested English-speaking peers. (i.e. guitar playing, paper-folding art, a new game, etc.)
3. Have each LEP class member interview adult workers, in the school or from the community, to find out about their jobs.
4. Pair LEP students and English speakers to prepare a social studies report on the LEP pupil's native country or some aspect of its culture. (i.e., games children play in my land, mountains of Japan and mountains of the United States, etc.)
5. Pair LEP students with someone who wants to learn their native language.

SUMMARY OF EFFECTIVE PRACTICES ASSOCIATED WITH SECOND LANGUAGE ACQUISITION

The acquisition of English by LEP students can be facilitated when teachers consider second language development as similar to the development of a child's first language. The more useful English is for communication, the more readily it will be acquired by the students.

Effective teachers:

- Use English as a medium for conducting meaningful exchanges with students;
- Create an atmosphere that encourages student openness to English and confidence in their ability to communicate using it;
- Expect a silent period before students speak and provide comprehensible input during that time;
- Analyze errors to verify student progress in English acquisition;
- Postpone reading in English until literacy is developed in L₁; and
- Provide a breadth of English language experiences using a variety of methods, materials and speakers.

In general, the goal of an effective second language acquisition curriculum is to increase the students' ability to use English in communicative settings.

The next section will consider the development of CALP as it applies to content area classes. It will also focus on the process of transferring from L₁ to English and the level of language skill necessary before pupils make the transition to English-only instruction.

TRY THIS!

SELF-EVALUATION CHECKLIST

DO I...

1. Expect my students to develop English skills in a manner which is similar to the way toddlers develop a first language?
2. Use English for meaningful communication rather than as a target of instruction?
3. Provide an open atmosphere for language acquisition?
4. Allow my students to have a silent period and wait for their speech to emerge when ready?
5. Monitor my speech for comprehensible input?
6. Encourage communication rather than flawless grammar?
7. Analyze speaking errors to record student progress rather than to drill for corrections knowing students are not ready?
8. Develop each reading skill in L₁ before introducing it in English?
9. Provide for variety in methods?
materials?
speakers?

<u>OFTEN</u>	<u>SOMETIMES</u>	<u>SELDOM</u>

This week I will try to improve _____



LANGUAGE TRANSITION IN THE CONTENT AREAS

Because language is recognized as a tool that helps "get things done" in content area classes, developing language skills is an integral part of those courses. Effective teachers work to develop listening, speaking, reading and writing skills during the whole day, not just during language arts instruction. In bilingual programs, where two languages are used for instruction, teachers understand the need for proficiency in both languages. Teaching content area subjects to limited English proficient students does involve a combination of expertise in both the subject matter and in ESL methodology. This section will consider theoretical bases for teaching language and content. It will enumerate some general effective practices, valid for any subject. It will then suggest some specific applications for each content area.

Transitional bilingual programs, such as those found in New Jersey, use the dominant language of the students to continue academic development until their English language skills are strong enough for instruction in English only. For this reason, content area teachers have the dual responsibility of helping students increase their knowledge of the subject matter and transfer their understanding from L_1 to English. To ensure cognitive growth, the basic concepts of the subject areas are best developed in the dominant language of the students. This is the tool with which students have sufficient linguistic skills to express their higher order thinking and reasoning.

Once the concepts are well-developed, the transfer to English can take place. Evidence shows that experiences involving the first language promote the development of academic proficiencies which underlie both languages. In other words, the thinking processes for understanding a new concept in the subject areas are the same regardless of the language being used to express those thoughts. Skills and ideas do not have to be retaught in English once they are understood in L_1 . Only the English language labels which express the concepts are left to be learned. These labels are, in fact, acquired more readily once the ideas are understood.

Since understanding is a prerequisite for language acquisition, the more background information students have about a topic, the more they will be able to understand a discussion about that topic in the second language. The more they comprehend, the greater their language acquisition in L_2 will be. Students who have a basic knowledge about a subject in L_1 will understand more of what they hear in English and will acquire both a greater knowledge of the subject and more English simultaneously. Therefore using L_1 as the initial medium of instruction fosters the acquisition of English as well as intellectual growth.

Each of the content areas has a central core of vocabulary and concepts related to that discipline. Teachers identify those core elements to develop the scope and sequence of a course. Bloom's (1977) taxonomy of levels of understanding is often used in questioning learners to assess their concept development. Each level of the taxonomy (knowledge, comprehension, application, analysis, synthesis and evaluation) measures a more sophisticated grasp of the concept. Of importance to teachers of LEP students is the understanding that the language skills necessary to demonstrate each level become increasingly complex (Chamot, 1981).

Conversational language skills, BICS, are usually sufficient to express concept understanding at the first three levels: knowledge, comprehension and application. Questions involving **knowledge** call for recall of memorized units of meaning: words or phrases. The language necessary to express knowledge is fairly simple and usually involves single, isolated words, phrases or formulas.

Q: What is the formula for finding the circumference of a circle?

A: $C = \pi d$.

Comprehension represents the linguistic ability to restate in one's own words or to recombine words into novel forms.

Q: How do you find the circumference of a circle?

A: Multiply the diameter by pi.

Application involves social interaction with the subject. It includes language that communicates feelings and intentions as well as meaning.

Q: Can you find the circumference of some objects around you?

A: My dinner plate is 31.4 inches and the roll of tape is 4.49.

LEP students at lower levels of English language development can express knowledge, comprehension and application with conversational language skills. However, these beginning L₂ students should be allowed to continue to speak in L₁ when necessary to express themselves in a more structurally and conceptually complex way. As teachers ask higher level questions they are calling for student responses which reflect academic language, CALP, which is better expressed in the dominant language at first.

To answer questions calling for **analysis**, students need linguistic skills which enable them to receive information and pass it on.

Q: What changes took place from the seedling to the plant?

A: The color changed from brown to white and green. The shape changed from round to long. The size changed from small to big.

Questions pertaining to **synthesis**, or generalizing, require using basic information to draw conclusions, make references, or to explain relationships.

Q: How are flowering plants similar to cone-bearing plants?

A: Seeds form inside the flowers of a flowering plant and inside the cone of a cone-bearing plant.

Finally, **evaluation** requires making judgments or evaluating ideas.

Q: How could you make a flamboyán tree bloom in New Jersey?

A: You would have to provide it with a constant temperature between 85°F and 95°F, create a high level of humidity with daily rains during part of the year and regulate the amount of light it received.

The ability to reason at these levels demands the use of academic language. The more teachers engage students in instructional exchanges on this level, the greater both the cognitive and linguistic growth of the students will be. To prepare LEP students for mainstream English-only classes, teachers provide many opportunities for them to think and to express themselves on the higher orders of analysis, synthesis and evaluation. Each time learners practice these language skills, effective teachers encourage them to build from the knowledge possessed in L₁ toward expression in L₂. Such teachers make certain that both the cognitive skills and the academic language for expressing them are well established before students are mainstreamed.



TRY THIS!

To monitor the levels of thinking you are encouraging, tape record a lesson. A review session will work well for this. When you play back the recording, listen to the questions you are asking. Count the number of questions that require factual recall and the number that require higher order thinking. Your questions should have a balance of both, perhaps beginning with the factual and advancing to analysis, synthesis and evaluation.

If the tape shows that you are missing one or two questioning levels, make a conscious effort to include those in your lesson plans. After a week or two, tape record the same class again. Play the tape back and congratulate yourself on your improvement. (Another time you may want to record yourself to see if the pauses after your questions are long enough to allow students to reflect on their responses.)

The following are some effective practices that can be applied to the language transition process in any of the content areas.

The level of the English teachers use is adjusted on the basis of cues from the students.

Just as teachers adjust the level of the content they teach based on feedback from the class, they are also aware of on-going cues from the students regarding the level of English and make adjustments accordingly. For LEP students the more demonstration, enactment and manipulative materials that are used, the greater the understanding. When new information is presented, it is deliberately linked with material previously learned.

Teacher: Yesterday in science class, we talked about the ways animals build their houses. Today in social studies, we are going to talk about the ways people build their houses...

Paraphrasing and repetition of key phrases help students to understand the message. In addition to clearly identifying the lesson objectives for students, "situational anchoring" also helps them to anticipate the language structures that will be used.

Teacher: ...We will see houses that people use in hot countries and in cold countries. Next, we will see houses used in wet lands and in dry lands. Then, we will see houses from old times and from modern times and before we leave class, you will start to build your own small house.

The deliberate use of discourse markers, such as "first," "next," "also" and "before," further aids comprehension.

Specific portions of content area lessons are designated for practicing English.

Effective math, social studies and science teachers are cued by on-going classroom activities to use L₁ to ensure that students understand basic concepts and can express themselves thoroughly. Then, teachers provide opportunities for the students to transfer that knowledge to English. After they are certain that the concept is firmly established in

L₁, they prepare students for the transition to the second language in three ways. First, they teach the vocabulary and grammar needed before teaching the content of the lesson. English is then further developed when it is used during practice or cooperative learning activities with classmates. Finally, English is used again for review of the original lesson.

When directions need to be given more than once, teachers call on a student to repeat them. This provides an opportunity to verify the students' comprehension. It also offers a restatement in a different vocal register for LEP students. When directions relate to homework, or to any activity to be completed independently, several different examples are used while explaining the instructions.

Effective questioning techniques are used to develop higher order cognitive skills.

Research has shown that it often takes as long as five seconds to reflect and formulate a response before speech begins (Rowe, 1969). Good teachers allow ample time for students to reflect before answering. They wait a minimum of five seconds before changing the question or calling on another student. To encourage LEP students responding to higher order questions, teachers give credit for each response attempt.

Teacher: That would be a good answer if the question had been...

If the student still seems uncertain, questions are rephrased carefully using language that is recognizable (comprehensible input).

Teacher: What similarities can you think of between World War I and World War II? (pause for 5 seconds)

How were World War I and World War II the same? (pause for 5 seconds)

How was World War I like World War II?

As the questioning progresses, linguistic clues are given to alert students to correct language forms for the response.

Q: If you lived on a small island what would your life be like?

A: If I lived on a small island my life would be...

In this instance the teacher has posed the question using the same words the student needs to begin the answer. If the question had been phrased, "How would your life be affected living on a small island?" the clue would be missing.

Academic proficiency in L₂ is well established before a student is mainstreamed to English-only instruction.

Students should not be transferred to English-only instruction until teachers are confident that they have sufficient linguistic proficiency to cope with higher levels of expression in content and in basic skills. Language achievement test scores alone are not sufficient for making decisions about transferring students out of bilingual classes. These scores often reflect only conversational language abilities. Teachers use their judgement to determine students' readiness by considering their cognitive level, academic language proficiency, and achievement test scores in English before deciding to transition pupils to mainstream classes.

The following pages consider each content area separately. The discussion concerns issues related to teaching LEP pupils and making the transition from L₁ to English for each subject.



ART, MUSIC AND PHYSICAL EDUCATION

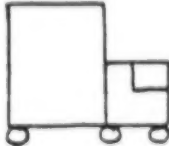
New Jersey's LEP students enter mainstream, English-only classes of music, art and physical education from their first day in school. While these are not considered content area courses, the classes are chosen for LEP students' first transition because of the relatively low level of language proficiency required to participate in them successfully. Physical education, like the Total Physical Response method of language teaching (Asher, 1979), primarily requires listening comprehension and provides a great deal of concrete demonstration and modeling behavior. Teachers demonstrate, for example, how to dribble and pass a basketball while they orally explain the technique. Students practice the skill in pairs or small groups without the need for speaking. As a game progresses, the encouraging chatter common to sports serves as oral language reinforcement.

Art and music classes in which students actively participate (as opposed to fine arts appreciation classes), also rely mainly on listening skills. Drawing, crafts, and instrumental music lessons, like physical education, involve frequent demonstration and modeling. Often the art teacher will demonstrate the step-by-step procedure for completing a craft at the beginning of the lesson. Later, as students work independently, the teacher will circulate among them to provide individual assistance. The same words are often repeated several times in this context and LEP students can grasp their meanings.

Singing classes require more oral proficiency than the others but are still dealing with beginning language skills. The rhyming sounds and rhythms make singing an excellent language acquisition activity. Words and phrases are often repeated frequently and hand motions, when used, add to the understanding, as well as the fun, of songs. The ESL teacher, in cooperation with the special teachers, can facilitate rapid transition into music, art and gym classes by developing the core vocabularies of those courses with LEP students early in the experience.

TRY THIS!

Following directions is an important auditory skill. LEP students of all ages need extra practice in this area. Here are some exercises that, if used regularly, will give listening practice.

1. Pair students at desks facing each other. Put a barrier between them. One side of a cardboard box or a pile of books will do. Give one of the pupils a simple picture, the other a blank piece of paper and crayons. Without telling what the picture is, one student must describe it so that the other can draw it. They then switch roles with a different picture.
2. In connection with a unit on shapes, the teacher describes a simple drawing in terms of the shapes that compose it. The class listens to the directions and draws to figure out the picture. For example, this truck could be described as follows: "Put a large vertical rectangle in the center of the paper. On the lower left and right corners of the rectangle put two circles..."
3. Students, in teams, perform a relay race with each heat having progressively more complex instructions.
 - a. Run down to the chair, run around it and then run back.
 - b. Run down to the chair, run around it and then hop back.
 - c. Skip down to the chair, hop around it twice, and then walk back...
4. Put students in small groups and have one person at a time tap out a rhythm that the others must repeat. The same activity can be done singing a melody or playing a melody on instruments.

MATHEMATICS

The first of the content courses for transition is usually mathematics. If the concepts of arithmetic are understood, only a limited set of vocabulary and grammar is necessary to do computation. In order to assure that students are grasping mathematical constructs rather than memorizing number facts, it is important that learners see many concrete examples. They need to count and manipulate sets of objects to conceptualize place value, regrouping or multiplication before they ever use numerals to compute problems. They should use strings or rulers to measure objects in the classroom before computing perimeters. They will benefit from sharing marbles and peanuts equally in a group before engaging in division; or from cutting pieces of cake, soap or wood before a lesson on fractions. Effective teachers provide many concrete activities to build student concepts before they give students computation practice sheets to complete. Some of the areas that require special attention for LEP students are: algorithms, notations, fractions, and word problems.

Students from different cultural backgrounds may have been taught different math symbols, notations, or algorithms. An **algorithm** is the efficient, paper and pencil procedure used to compute. The subtraction algorithm, for example, may not be viewed primarily as taking away, but rather as finding a missing addend or as a process involving the use of negative numbers instead of regrouping. Here are some examples of subtraction algorithms.

Take away is the subtraction algorithm generally used in the United States.

$\begin{array}{r} 321 \\ - 164 \\ \hline 157 \end{array}$	Think: Four can't be taken away from one, so regroup one ten from the two tens and make 11 ones. Eleven take away four is seven. In the next column, regroup 100 as 10 tens. Then, 11 take away six is five. Two take away one is one.
---	--

Missing addend is common where the French have influenced education including parts of Africa, Southeast Asia, Mexico and parts of Latin America.

$\begin{array}{r} 321 \\ - 164 \\ \hline 157 \end{array}$	Think: What plus four equals eleven? (7) What plus six tens plus one ten will give you 12 tens? (5) What plus one hundred will give you three hundreds? (1)
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Negative numbers may be found in Eastern Europe including Russia and its areas of influence.

$\begin{array}{r} 321 \\ - 164 \\ \hline 157 \end{array}$	Think: Four from one is negative three. Sixty from 20 is negative 40. One hundred from 300 is 200. Two hundred minus 40 is 160 and 160 minus 3 is 157.
---	--

Students should not be penalized when they solve a problem correctly but have used an alternate method (Secada, 1983). Allowing students to verbalize their thought processes as they solve a problem should clarify the algorithm being used. Successful teachers focus on what students can do, rather than on what they cannot. These teachers also modify their instructional styles so as not to conflict with the methods students are

using. To help LEP students become familiar with the system used in the United States, effective bilingual teachers use peer tutors to show learners "another way" of solving the problems.

Where notation forms and symbols are different, a chart or bulletin board can be developed to translate them from L₁ to English.

1	=	1
7	=	7
E	=	4

$$\frac{\text{dividend/divisor}}{\text{quotient}} = \text{divisor} \frac{\text{quotient}}{\text{dividend}}$$

Teachers are careful to be consistent in their use of symbols as well as verbal language. For the LEP student a change in instructional language can cause a breakdown in communication.

When the directions on a quiz paper changed from "Factor these polynomials" to "Factor these completely," none of the diligent LEP students knew what was expected. They had not studied "completelies."

The U.S. customary measuring system is often difficult for immigrant students, as is the manipulation of **common fractions**. In countries where metric measures are used, much more time is spent on decimal calculations than on fractions. By using repetitious phrases while demonstrating on the blackboard, this teacher is able to review fractions with beginning level English students in math class.

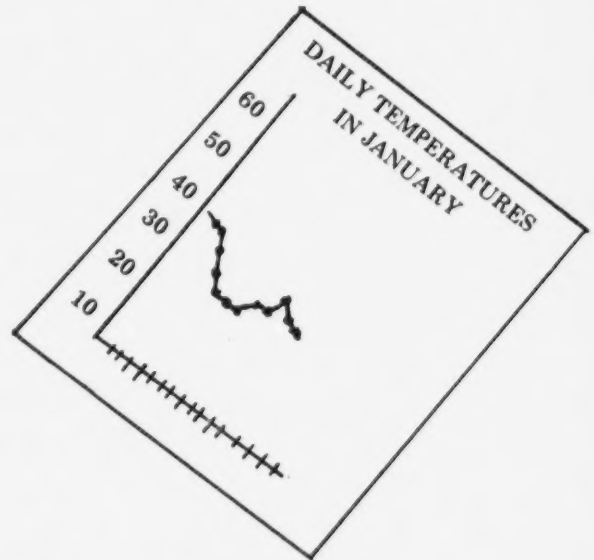
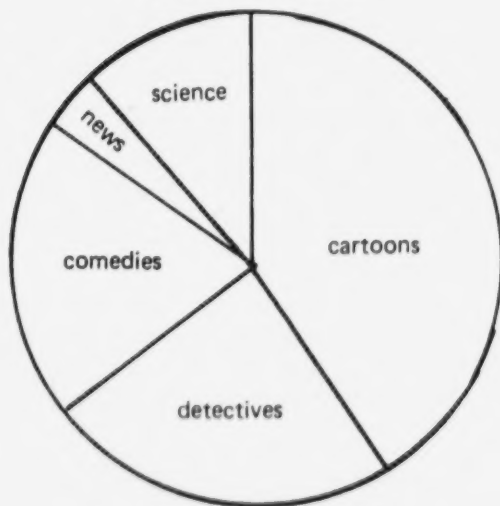
Teacher: One half of six; that's the same as dividing six by what? (Pause for students to answer.) Right, six by two. One half of six is the same as dividing six by two.

Now, one third of 12; that's the same as dividing 12 by what? (Pause.) It's the same as dividing 12 by three. It's the same as what? (Pausing for students to verbalize the model sentence...

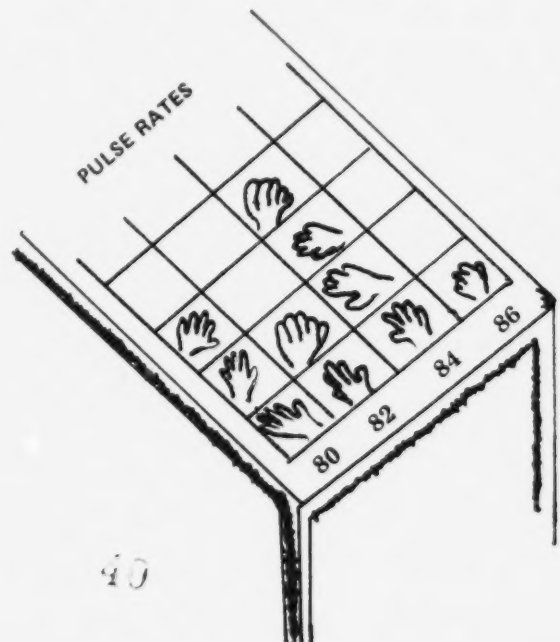
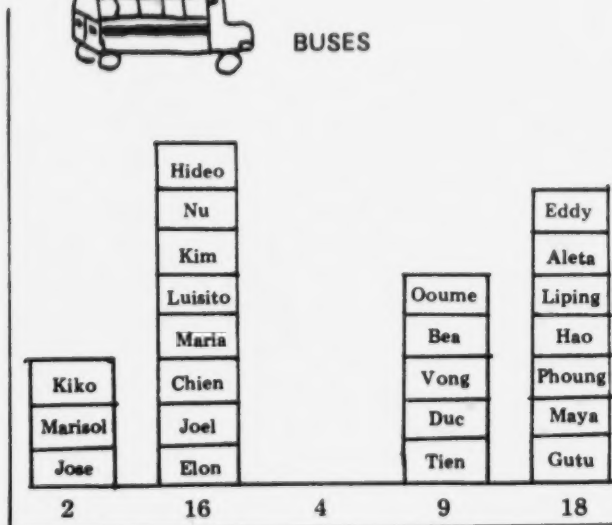
By repeating the correct answers as well as repeating the structure of the sentence, the teacher is reviewing both content and language simultaneously.

For **word problem** solving, extensive use of manipulative materials aids comprehension. Before beginning to solve such problems, L_1 can be used to discuss the operations involved in the problem, or the context of the problem. During the transition period, however, the students will benefit from practice in verbalizing the process step-by-step in English. Other language development techniques for mathematics classes include having students give oral definitions or discuss possible problem-solving strategies in L_2 . Here, again, a bulletin board can be used effectively to help them become familiar with the language of word problems.

TV SHOWS WE LIKE



BUSES



TRY THIS!

Students are better able to read graphs in textbooks when they have had the opportunity to make them first. To give practice with graph making, have the students begin with concrete graphs and progress to more abstract, symbolic graphs.

1. Mark a graph grid on the floor with masking tape. Have the students themselves stand in the spaces to record: the number of boys and girls, the number born in each month, the number wearing shoes, boots or sneakers, etc.
2. Mark a graph grid on a large table with masking tape. By tracing one hand in the appropriate square, have the students record their pulse rates or respiration rates. They can use pictures to indicate their favorite soft drinks, rock groups or days of the week, etc.
3. Using two dice, or two spinners divided into six parts, have students record on graph paper the sums of throwing or spinning the pair. Combine the results of ten trials by each student onto a large chart graphing the results for the entire class.
4. Over the course of a season, have students record weekly the wins of each team in their favorite league; the days they were present, absent or late to class; the daily outside temperature; etc.

SCIENCE

Transitioning from L₁ to L₂ in science requires the development of more sophisticated language proficiency skills than math does. Because science classes involve manipulation of concrete objects, there are many contextual clues to the language being used. The hands-on nature of laboratory investigation facilitates both focusing on the task and content-rich verbal interactions. What some LEP students often are not prepared for is the free give and take of student-initiated inquiry. Depending on their cultural background, they may expect teacher and text to dominate the learning environment in a formal, directive manner.

As students experience the different learning approach used in science labs, they also will have **linguistic needs** which sensitive teachers will anticipate (Sutman, 1982). In vocabulary development, it is not the scientific words, but the **non-technical** ones which cause the most difficulty. Words such as "area," "energy," "procedures" and "work," for example, have special scientific connotations which must be clarified. Words that show **relationships** between ideas such as "although," "unless" and "also," are crucial as well. Students need to be able to identify **linking** and **sequential** words: "first," "next," "and then," "finally." They also need to become familiar with common **prefixes** and **suffixes**: "pre-," "im-," "in-," "ex-," "post-," and "-ed," "-tion," "-ated," "-able."

Certain expressions are common for hypothesizing and for stating causes. Students need many opportunities to familiarize themselves with "if...then" clauses.

*"If machines are very loud, then the people
who work around them may lose their hearing."*

Other linguistic problem areas for LEP science learners include **embedded clauses** and **passive voice**.

*"Particles of matter, which are formed by
atoms, are always moving."*

*"The moons of Jupiter are kept in orbit by
the gravitational pull of the planet."*

Effective science teachers aid students' understanding by writing key points on the board, or on a chart, and by referring frequently and deliberately to those words while speaking. At regular intervals, both English-speaking and LEP students are called on to point to key ideas as the teacher reviews them. As a summary the next day, another student may be asked to write them on the board.

TRY THIS!

To familiarize students with the process of self-initiated inquiry, introduce each skill individually. This lesson provides practice in observation as well as language development.

Identify four or five powders that have a similar appearance such as flour, sugar, powdered milk, baking powder and baking soda. Put each powder in a plastic container and label the containers with numbers. Have groups of four or five students observe one "mystery powder" at a time. They will record its feel, smell and taste.

The student groups should be able to develop lists of adjectives and synonyms that describe their observation. The teacher may assist them in developing a language experience story reporting their observations.

Finally, a graph can be made to record each student's hypothesis of the identity of the mystery powder. Ultimately, the whole class can compile the hypotheses about all the powders into graph form. A language experience story representing the total observational experiment is developed before the teacher reveals the identities of the powders.

SOCIAL STUDIES

Because social studies course work deals with abstract concepts such as brotherhood and economics, it requires more language proficiency than other content areas. The social studies textbooks use abstract language that often lacks observable cues and relies on reading and linguistic skills for understanding. Academic language proficiency is necessary to function in social studies class in a second language. Students who achieve the best in these classes are those who have opportunities to discuss the concepts in their native language in the meantime. To give the lessons as rich a context as possible, it is recommended that LEP students have many concrete learning opportunities. For example:

Building.....models of irrigation systems, or
miniature city prototypes;

Performing.....skits of historical events, or
role-plays of courtroom activities; and

Drawing.....maps of their routes to school, or
time-lines of the development of
transportation.

Mapping is an example of a concrete way of learning abstract concepts. Maps can symbolize geographical features, land uses, historical trends and many other ideas. Map interpretation is often used on standardized tests as a way of evaluating such thinking skills as drawing conclusions and making inferences. Effective social studies teachers provide LEP students with many opportunities to make and use maps. A map of school bus routes is often a good place to start. Students can identify their own routes to school, whether they walk or ride, by using the official school district map. They may trace or draw that route on their own paper as a beginning step to map making. Each day as they travel that route, the pupils are assigned to look for different features to add to their maps. If the social studies unit is focusing on land use, for example, they would be assigned to look for farm land, residential land and commercial land while coming to school. They would then use different colors to block in areas on their maps identifying how land is used. In other units their maps may focus on transportation patterns, water patterns or industrial patterns. Finally students exchange their maps with others to practice reading legends and interpreting the maps.

This kind of concrete activity promotes the understanding of abstract ideas. Working cooperatively with their classmates on these projects will aid the development of both content and language.

When lecture-type explanations are given by the teacher, they can be tape recorded so that LEP students can listen to them as many times as necessary for understanding. The teacher models good English that is structurally simple and contains much **repetition** and paraphrasing.

Teacher: What do inventors do? They make things, new things. An inventor made up the first T.V. An inventor made up the first telephone. An inventor invents new things for the first time....

Students may be assigned to listen to the same information several times. Each time they will focus on a different element of the passage to identify: the main idea, important facts, sequences, names and dates, or causes and effects. An assignment to read a textbook passage can be similarly structured over several different readings. These activities will also help students to develop note-taking or outlining skills and later be used for report writing.

Other "study skills" necessary for successful transition to English-only social studies classes include the ability to analyze a textbook for clues or advance organizers, skimming, sequencing, and experience with a variety of test-taking techniques. Effective teachers provide LEP students with many opportunities to practice these skills as well.





TRY THIS!

One way to make abstract concepts more concrete is through role playing. To instill the concepts of the Bill of Rights, justice or civil rights, have the class role play a mock trial. If a real case is used, supply the students with the facts of the case only. After they have gone through the trial you can reveal the outcome and compare it to the students' decision.

Cases relating to juveniles may be of interest. Tinker vs. Des Moines for example, deals with the rights of students to wear armbands to school in protest of the Vietnam War as a form of symbolic expression under the First Amendment.

You may also use issues of current interest that have not yet been resolved in courts such as: the right of school officials to search a student's locker, or to examine students for signs of alcohol and drug consumption.

LANGUAGE ARTS

Those students who are successful L₁ readers, who have had time to develop strong literacy skills in L₁, and who have established an oral proficiency in English, are better able to learn to read and write in the second language.

Pre-reading skills do not need to be retaught. They transfer readily from any language. Students will already have developed fine muscle control for pencils, eye-hand coordination, a sense of directionality and good auditory and visual memory skills. Other reading strengths that literate students will already possess include knowing how to read in meaningful chunks rather than word for word, looking for context clues, making inferences, and reading silently. In terms of decoding transfer, the ease of decoding English depends on the sound/symbol "fit" of L₁ and the symbolic closeness of L₁ to English. Spanish is a fairly phonetic language. It has a good sound/symbol fit. Students who decode well in Spanish will apply those word attack skills to English. Languages which have symbolic similarities to English include all of those which use the Roman alphabet. It can be expected that students who read another symbolic form, such as Russian or Lao, will need more time to become proficient with the Roman alphabet of English.

However, successful teachers know that the skills they teach in **reading** can be sequenced to make maximum use of whichever areas transfer most easily from L₁ to English. Whether the reading approach is analytic, such as language experience, or synthetic, such as phonics, it is necessary to completely coordinate the reading programs in L₁ and English. Each skill that is taught in L₁ builds a solid foundation for the introduction of that skill in L₂. The reading reservoir built in L₁ advances the skills while English reading is catching up (Chamot, October, 1983).

Effective teachers have a thorough understanding of contrastive sounds and structures in the two language systems. They can identify the skills that are immediately transferable and anticipate those areas of possible interference. For example, here are some capitalization rules that are immediately transferable from Spanish to English; and some that will create interference.

•
Transfer easily:

*names of people
and places, first
letter of a sentence*

Anticipate interference:

*names of book titles,
nationalities, languages,
days of the week, months
of the year*

Skill areas such as finding the main idea and details, or drawing conclusions are taught first in L₁ and later introduced in English reading classes. Effective teachers know that strong skills will transfer more easily, so students are given many experiences using L₁ to organize thoughts and strengthen reading skills, as well as to express higher order thinking.

TRY THIS!

To sequence the transfer of skills from L₁ to English, compare an English basal reading text with one of the same level of difficulty in the native language.

List the following information:

1. Order of skills presented at this level;
2. Specific skills covered at preceding levels (which may or may not be reviewed at this level);
3. Skills covered in native language reading that will transfer easily to English reading at this level; and
4. Skills not yet developed in native language reading that are presented in English reading at this level.

Brainstorm with colleagues possible ways to help students develop skills they will need for #4.

Since production usually lags behind comprehension, students may understand what they are reading in English but not have sufficient vocabulary to talk about it. Studies (Chamot, September, 1983) have shown that students who are permitted to answer higher order questions in L₁ score at higher levels on reading comprehension tests than those who only respond in L₂. For example, third graders reading on grade level in Gujarati but only at first grade level in English, may demonstrate higher order comprehension skills in a third grade English reading lesson if they are allowed to answer in Gujarati. By using L₁ to discuss reading passages with students, effective teachers can identify their reading levels more accurately and therefore place them on a level which better reflects their abilities. A newly arrived fourth grade student, for example, reading on grade level in Gujarati, may not need to be placed in a pre-primer to begin reading in English.

Another common way that teachers assess students' reading levels is through the use of a Cloze test. The Cloze procedure is based on the pupil's ability to generate grammar-based expectations in order to provide the missing word(s) in a sentence. The learner must be able to use the context of the passage to predict an acceptable response. This kind of test often calls for CALP and may not be accurate for students with BICS only in English.

Writing requires a mastery of mechanics, syntax and style in addition to a well-developed vocabulary. Functional writing, including memos, letters and reports, is the easiest to transfer to English because it generally relies on a standard form, recurring grammatical patterns and limited vocabulary. Successful teachers provide writing practice for LEP students in many forms. Students may develop letters to their parents relating their activities in school for that week. They may write instructions to their classmates for performing a task. Writing is treated as a process which involves several steps to produce a final product. The steps students follow in writing are: pre-writing, drafting, revising, editing and post-writing. In general, the more often students write, the better writers they become.

However, creative writing is a more difficult skill to transfer across languages. Few great authors have written in a language other than their first. In order to allow for full expression of creativity, students should continue the process of creative writing in L₁ for an extended period of time.

TRY THIS!

To provide opportunities to practice the writing process, through functional writing, find a topic about which students have strong opinions. It could be something happening at school, something they are studying or something of interest to the community. It is important that the students themselves select the topics to assure that they feel strongly about it. In small groups or pairs have the students discuss the topic and formulate their opinions. Then have them draft a letter expressing their ideas. Have students exchange drafts and give each other feedback during revision and editing stages. When the final letter is prepared, it should be mailed to the authority who can react to the issue. Letters can be sent to:

- school or community newspapers;
- the editorial office of a TV station;
- elected officials (local, state and federal);
- the school board president; or
- the chairman of the board of a corporation.

Some sample topics that might interest students include:

1. Should students go out to recess on very cold days?
2. Should girls play on boys' sports teams?
3. Should junk food be sold at school?
4. Should smoking be permitted in school?
5. Should the school buy more computers?
6. Should the community build a new park?
7. Should a traffic signal be put up or removed from a certain street?
8. Should a TV show be canceled?
9. Should rock videos or records be rated (P, PG, R, X), as movies are?
10. Should the manufacturer of a favorite snack food change its recipe?
11. Should professional athletes be paid a portion of money made from selling broadcasting rights?

SUMMARY OF LANGUAGE TRANSITION IN THE CONTENT AREAS

The process of transferring students from instruction in one language to another requires a careful development of both knowledge of the subject matter being taught, and knowledge of the second language necessary to manipulate that subject matter.

Effective content area teachers:

- Initiate instruction in L₁ to assure that concepts are well developed, and then build on that base while making the transfer to English;
- Use a variety of questions calling for successively higher levels of thinking;
- Use questioning techniques that facilitate student responses;
- Modify the level of English they use based on cues from the students; and
- Recommend transfer to mainstream classes only when academic proficiencies are developed.

Art, music and physical education teachers:

- Get help from ESL teachers to develop initial vocabularies; and
- Overtly model activities for LEP students to initiate.

Mathematics teachers:

- Become familiar with the algorithms and symbols that the students know; and
- Use ESL techniques to develop word problem-solving skills.

Science teachers:

- Explain the specialized vocabulary of the field; and
- Teach affixes, words and clauses which are used to show relationships.

Social studies teachers:

- Contextualize abstract concepts by using concrete learning activities; and
- Provide for repetition of passages for practicing various study skills.

Language arts teachers:

- Carefully align the curricula of both language classes to take advantage of areas that transfer most easily; and
- Create many opportunities for students to practice the writing process.

The next section will describe the effects of culture on classroom proceedings. It will discuss various aspects of culture that have impact on the ways people learn.





TRY THIS!

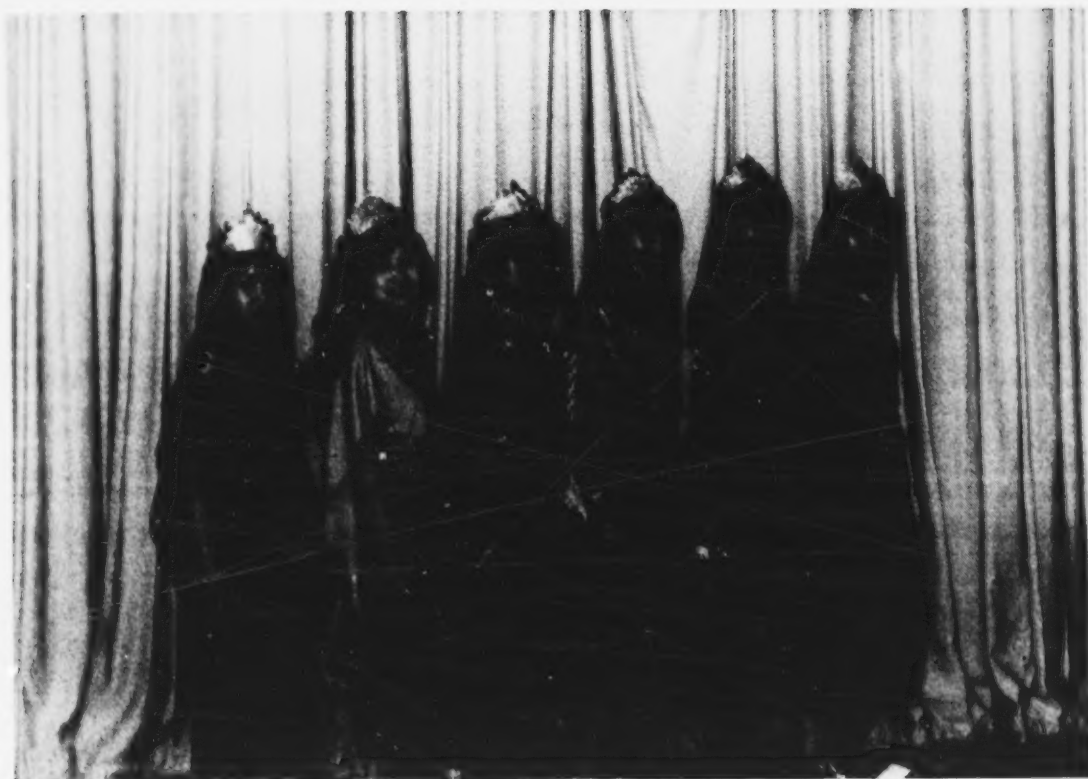
SELF-EVALUATION CHECKLIST

DO I...

1. Actively help students to develop the language skills necessary to succeed in my subject area?
2. Adjust the language I use while teaching based on cues from the students about their understanding?
3. Designate time during each lesson for the students to practice English?
4. Balance the questions I ask to include knowledge, comprehension, application, analysis, synthesis and evaluation?
5. Pause at least five seconds to allow students time to reflect before answering?
6. Measure a student's CALP before recommending mainstreaming to English-only classes?

<u>OFTEN</u>	<u>SOMETIMES</u>	<u>SELDOM</u>

This week I will try to improve _____



CULTURAL CONSIDERATIONS IN THE CLASSROOM

Cultural diversity exists in our society. Teachers who recognize that this pluralism is one of our national strengths treat members of all cultural groups with equal respect and sensitivity. Teachers of LEP students know that these learners need special cultural consideration as well as linguistic help if they are to have full access to educational opportunities. Therefore, such teachers are aware of and respond to the native cultures of their students and actively instruct them in the customs, standards and norms of schools in the United States.

Culture is actually a form of communication which is shared among members of a society and which consists of both implicit and explicit rules for perceiving, believing, evaluating and acting (Trueba, et al., 1981). Since it is a form of communication, it is appropriate that culture be included as a part of this manual which is dealing with communicative issues for bilingual education students. Cultural information is shared, or taught and learned, in each society. In the United States ethnic education courses were an attempt to teach the traditional, or native cultures, of some of the members of our society. Unfortunately, ethnic education touched only the explicit aspects of those cultures: artifacts, holidays, food, ethnic history and so on. This is a limited interpretation of culture. The implicit characteristics, including values, behaviors and perceptions, also have a profound effect on learning and classroom activities.

It is highly likely that some of the perceptions about education and the behaviors common to students are quite different from those implicit cultural aspects of most schools in the United States. Sensitive teachers consider those elements of culture as they plan educational programs for immigrant pupils. The Bilingual Education Act of New Jersey mandates full instruction in both the culture of the native land and of the United States. In order to help teachers focus on the implicit as well as the explicit cultural traits that affect education, this section will discuss some of the culturally based activities which can be found in New Jersey classrooms and which may be different from those of other countries. Within the limits of this manual it is not possible to describe the cultures of each of the many nations represented in New Jersey schools. Therefore, a few examples will be given to illustrate a point with an understanding that they are by no means exhaustive. It should also be understood that in all societies a range of acceptability for behaviors and attitudes exists. When such attitudes or behaviors are mentioned here they may be stereotyped. These stereotypes are based on sound information and are used here for brevity and to foster greater understanding about cultural issues.

When considering the application of any of the strategies suggested in this guide, it is important to weigh its suitability to the cultural as well as linguistic needs of the specific students involved. Culturally sensitive teachers then, make frequent use of culture in the classroom and learn as much as possible about schooling in the native country in order to anticipate areas of cross-cultural conflict. They clarify roles, respond to verbal and non-verbal behaviors, and recognize interaction preferences and cognitive styles.

Frequent use of cultural information is made in the classroom.

Students identify more strongly with teachers who incorporate the home or community culture into the classroom. Teachers who convey a sensitivity to students' cultural needs are perceived by the students to be more approachable. The better they are able to relate to a teacher, the more instructional exchanges pupils will engage in and the greater academic achievement they will have.

Bilingual teachers who are successful are those who respect both cultures. Effective teachers strive to involve parents and community members directly in the educational process. It is also advantageous for schools to initiate parent-student cultural activities in the classroom. This is another way of letting the students know that the home culture is respected at school and that parents and teachers are cooperating in the pupils' education.

In terms of the curriculum, frequent use of cultural information from the native society provides the students with concrete examples with which they have had first-hand experience. Those examples include language, learning styles and values as well as artifacts, holidays and food. It may even be possible to follow an instructional format similar to the one used in the native country.

Teachers know that it is as important for pupils born in the United States to understand the cultures of the LEP classmates as it is for the immigrants to be made aware of the common practices here. So, they arrange for many opportunities for both groups of students to interact and to share.

TRY THIS!

One way of finding out about a culture is through its proverbs. They often deal with the society's values and with its day-to-day life. For example, "Time is money" reveals how highly valued time is. "You can catch more flies with honey than with vinegar" mentions three items very common in the society: honey, vinegar and flies.

1. Give students a list of some U. S. proverbs to analyze. See what information they can "discover" about this society. (If you use the sayings of Benjamin Franklin you can learn about this society in the colonial period.)
2. Give students the first half of some proverbs to see if they can complete them. Do they understand the essence of the proverbial message?
 - A stitch in time saves...
 - The early bird gets...
 - You can lead a horse to water but...
3. Have the students ask their parents for some typical sayings from their native land. Let them share these with their classmates. Are there equivalent sayings in the United States? Are there opposite sayings between societies?
 - U. S.: Many hands make light work.
 - China: Many hands accomplish more work.

What comparisons of the two cultures can be made by comparing their proverbs?

Possible areas of cultural conflict are anticipated.

From the moment an immigrant student or family attempts to register in a school, certain patterns of the culture, or lifestyle, can cause conflict. Of course, **language** is the most obvious area. If the school secretary, or whoever has charge of registering new students, speaks only English there is bound to be a breakdown in communication. In effective schools, support staff are available who can handle administrative issues bilingually. Wherever possible they have translated forms, standard letters and information packets into the native language of the parents.

Filling out school registration forms can cause some problems. One is with **naming** practices. In Latin America a typical name might be:

José Miguel Ocasio Perez

"José Miguel" are the given and middle names, "Ocasio" is the father's family name and "Perez" is the mother's family name. These could be followed by extended generational names to complete the name.

José Miguel Ocasio Perez Hernandez Castro Rivera

It would be difficult for José to fill out a form asking for his last name. On the other hand, the same question would have a different meaning for this Vietnamese pupil.

Nguyen Van Duc

"Nguyen," (pronounced /wen/), is the family name. "Van" is the middle name and "Duc," the given name. The given name is used with titles, such as "Mr. Duc." A Chinese student,

Kong Liping,

could have taken "Kong" from either her mother's or her father's family depending on which carries more prestige. She consolidates her two given names "Li" and "Ping" into one word when she writes them in the Roman alphabet instead of Chinese characters. In any case, it is important to the self-image of each of these students that the name be spoken and written correctly by school personnel.

Another aspect of lifestyles which is pertinent to school registration forms is determining **age**. In some Asian cultures, actual birth dates are not considered to be important because everyone counts his years from New Year's Day. Therefore, a child born a week before the New Year becomes one when the next year begins. Children from these cultures often do not know the month or day of their birth because these occasions are not celebrated. Another way of thinking about age is to count the year one is in rather than the year one has completed. In the United States a child who is seven has

completed seven years of living. In Latin America children born the same year are called eight because they are living in their eighth year. These variations on counting age can make registration for school and other age-related activities confusing for culturally different students. Teachers can help these students to calculate their "U.S. age" and explain how it is determined.

The role of the family, nuclear and extended, often affects schooling as well. Among many Chinese families, education is a highly competitive activity. It is not uncommon for an older sibling to "help" a younger one by doing his homework so that the success of the child brings honor to the family. Many families feel they have a great investment in the child's success. In other societies, Latin American for example, education is seen as the total responsibility of the teacher, and parents consider that by sending their child to school they have done their part. Whatever the teacher expects of the pupil is between the two of them. These parents are confused by the constant stream of paperwork coming home from school. They wonder why the teacher is asking the parent's advice, permission or input when they (the teachers) are the experts in education. An orientation session or letter for parents explaining the local educational procedures and philosophies will help everyone's understanding.

Finally, the interactions of boys and girls in the classroom may be different among cultures. In some areas of the Middle East they do not attend school together; in others, they are separated within classes. It is better to pair a new student with someone of the same sex from a different culture for the first few days than with someone of the opposite sex from the same culture. Some pupils will not be comfortable working in small groups that are coeducational either. Sensitive teachers watch for a student's reactions to mixed-gender groups and do not force those combinations too soon. In secondary schools, courtship adds another dimension to coeducational grouping. Secondary teachers can talk with students in an open and non-threatening way about appropriate courting behaviors for that school and allow students to share the customs of their own countries. Such teachers are also sensitive to the conflict between parents with "old world" expectations for their youngsters and adolescents who want to behave like their classmates.

Effort is made to find out as much as possible about the type of schooling and classroom practices common in the society students represent.

It is helpful to know the ages of mandatory education, whether boys and girls receive the same education and attend classes together and how educational levels are structured. It is possible to find that formal schooling is mandated only for the elementary years with boys and girls receiving most of the same classes but separated into different groups. After elementary school, it is possible that attendance at any other level, middle school, high school or vocational school is regulated by highly competitive tests. Whether or not the students themselves have participated in this form of education, their parents may have these kinds of expectations for their children in school. Therefore, it will be important to inform pupils and their families about the practices common to New Jersey.

Other areas for consideration are the origin of the curriculum and access to school materials. In most countries, a single **curriculum** is determined at the national level and used uniformly throughout the land. One of the implications to education of this approach is that if children move from one location to another they can expect a high degree of continuity in their lessons. With a system of local district control, such as New Jersey has, it is possible that continuity from district to district may not be as great. As families are getting settled and seeking employment here, they may not be aware of the difficulties facing their children if they move from one locale to another during the academic year. The Migrant Student Record Transfer System is an effort to alleviate this problem for pupils whose parents are involved in agriculture and fishing. It uses a computer system to transfer updated academic records of children as they travel with their parents through the migrant streams.

Another concern involves **materials**, specifically textbooks. In many countries books are purchased by the families and therefore become their property. In some places books are given to the pupils. Either way, the understanding is that textbooks belong to the student, can be written in and passed on to younger siblings. This can cause misunderstandings at New Jersey public schools where books are loaned to children who are held responsible for their proper care. Some students from Caribbean countries may be accustomed to having their books collected daily and not having to care for them from class period to class period.

Differences in services available to students can often cause confusion. Many Third World countries do not have **nurses, counselors or cafeterias** available to students. The state immunization requirements and the mandatory physical examinations at school can be very stressful for these pupils. School lunch programs differ in the type as well as quantity of food offered daily. In many Latin American countries, for example, the mid-day meal is the main one of the day. Students are accustomed to being served what would be considered dinner rather than merely a lunch. Many Asian children, who lack certain enzymes for digesting dairy products, may have serious difficulty drinking the standard half-pint of milk or eating treats like pizza and ice cream. Furthermore, students from countries with strong authoritarian societies, find the services of a guidance counselor baffling. Some may be unaccustomed to being asked their preferences in class selection or for career orientation. **Elective courses** are rare and often seen as frivolous to some highly academically oriented Chinese students, for example. They want to use their time pursuing the "real" classes of science, math and history.

Noise level and other elements of environmental quality vary from culture to culture and can affect the level of student achievement. Particularly in a classroom where pupils must listen very carefully to a language with which they are not yet proficient, noise level can be a crucial factor. Some Chinese students in United States schools show significant sensitivity to factors such as acoustics, movement, noise from surrounding areas, and the tone of the teacher's voice (Fillmore, 1985).

The roles of teacher and pupil are clarified.

In many societies, the role of the teacher is that of an absolute **authority** and unquestioned expert in the subject area. Societies affected by the teachings of Confucius hold teachers in higher regard than parents, and just slightly below the emperor. For this reason teachers are never questioned. Their words are regarded as the ultimate authority. Teachers, for their part, are not interested in the thoughts or ideas of the students. Discussions are not held, nor is consensus sought on academic matters. Teachers lecture and students are expected to memorize and recite by rote the teacher's words.

In Japan, it is not customary for pupils to go from room to room for their classes. They remain stationary and the teachers come to them. This gives students the sense of **ownership of the classroom**. The teachers are seen as visitors and it is not uncommon for them to be greeted by pranks upon entering the room. In parts of Europe and Latin America, it is students who strike, putting teachers temporarily out of work.

In the United States, successful teachers take time to **establish interpersonal relationships** with students (Kleinfeld, 1975). They get to know students by helping with their non-academic problems. Teachers spend time showing students how to find their classes or how to open combination lockers. Often they arrange the classroom in an informal way to facilitate personalized relationships. Later, they let students know that academic performance is their reciprocal obligation in the relationship.

In some African countries, where much of the information is passed on in an oral form, teachers repeat the same information, often in parable form, numerous times. Students do not take notes. They memorize and recite based on auditory conditioning. In the United States, teachers introduce students to **strategies for studying** that are specific to each skill area and that are generally compatible with teaching styles in our schools. Learning strategies that can be used independently, such as for homework, are practiced first with the teacher present. They also make classroom requirements very clear from the beginning.

"All test items must be completed."

"It is better to turn in an imperfect or unfinished assignment on time, than to be late or not to turn in any."

Test-taking skills are also carefully taught to culturally different students by effective teachers. They vary the type of tests so that students get practice with them all. They teach pupils the vocabulary of testing, how to preview a test and do the easy questions first, how to make a "best guess," how to proofread and edit. They also teach concepts of time and sequencing in testing.

Philosophical differences may affect the way students respond to test items. For example, fatalism or the doctrine that all events are subject to fate, is common in many societies. That particular outlook on life makes it very difficult for some students to understand what are identified as "cause and effect" relationships on many tests. An item such as the following would be difficult for students who are not familiar with thinking about what conditions cause things to happen.

*Fir trees keep the temperatures warm on
mountain slopes because _____*

Verbal and non-verbal cultural behaviors are recognized.

The nature of the language tells much about how the society views the world. Many European and African languages distinguish separate "levels of speech" which are to be used with people of greater or lesser authority than the speaker. These languages identify respect, power, formality and subordination through choice of pronouns or other parts of speech. Where English requires only "you" for speaking to other people, French distinguishes between "vous" as a respectful title and "tu" informally. The Vietnamese language uses "tôi" meaning "servant" to refer to self whereas English chooses to capitalize only one pronoun, "I." In Spanish, reflexive verb forms take responsibility for the action away from the doer. "Se me olvidó" literally translates, "It forgot itself from me;" therefore I was not responsible for forgetting it. In each example the language tells something about the culture and the mindsets of the people. Effective teachers make LEP students aware of appropriate use of English, including when to speak, to whom and in what style.

Non-verbal communication includes such things as eye contact, touching and relationship to time. Many people from Latin America and Southeast Asia are taught to bow heads and lower eyes as a sign of respect. They might find prolonged eye contact, such as is common in the United States, to be bold and rather rude. On the other hand, some Chinese people stare quite openly and for so long a time as to make many of the direct-looking people of the U.S. feel uncomfortable.

In Laos and many Arabic societies the foot is considered a symbol of disrespect. To touch something or point toward something with the foot is to degrade or insult that thing. A teacher using the foot to push a trash can across the floor to a student with papers to discard, may have insulted the child. For Lao people, the higher body parts are more sacred than the lower parts. The head is as sacred as the feet are degraded. To touch a Lao student on the head, even in the friendliest of pats, is to desecrate that child's total being.

People's relationship to time is also culturally learned. For some, speed of completion will be important. For others, time consumed will not be nearly so important as the completed task; so work will be very slow and deliberate. Students from these societies are likely to have more difficulty moving from one activity to another on the basis of the hour. They will prefer to move after they have completed a task. Teachers help students to be aware of the time orientation of schools as well as of the many other non-verbal expressions of the culture.

Interaction preferences of students are observed and understood.

Interaction style refers to the social contexts in which people prefer to learn and to demonstrate what they have learned. In addition to coeducational activities, it includes levels of cooperation or competition that exist in the learning situation, opportunities taken to talk with teachers and classmates about instructional issues, and general behaviors appropriate to the classroom. Teachers in the United States may expect students to know how to work in groups and take turns, how to work independently, ignoring distractions, and how to make a transition from one activity to another. However, if the students come from a different culture, they must be taught these **participation skills**. As much as students need to understand the social interactions expected of them, they acculturate more readily when school and classroom rules capitalize on their preferred interactional styles.

Verbal participation in the classroom has been identified as a measure of student engagement on task (Fisher and Guthrie, 1983). It is also used by teachers as one way to measure student learning. Teachers who are successful have arranged their instructional approaches to increase student **verbal participation** in educationally relevant topics. Their manner of questioning students is the primary way of doing this. Questioning styles vary from society to society. Children learn to interact from experiences with their parents before they enter school. In academic settings questioning styles can vary greatly. The Socratic style of probing by the teacher is an example from traditional Greek schools. By contrast, in some traditional Native American learning settings where students seldom speak, teachers model behaviors for pupils to observe and internalize. These teachers do less questioning and more observing to determine student competence. In other societies, it is the learner rather than the teacher, who is encouraged to question. In traditional Jewish settings such as the Seder, ritual calls for the child to question the elders in order to learn the Hagaddah. Vietnamese parents, on the other hand, teach children that it is always wise to say less than you know. Such academic humility may make a teacher's questioning techniques ineffective. It is very important, therefore, that students understand how and when to communicate academic information.

However, it is equally important that teachers recognize students' attempts to participate. Teachers usually interact with a class in one of four ways: with the entire class at once, with small groups of students as in reading groups, as a facilitator helping individuals while the whole group is engaged in independent seat work, or as a supervisor of small groups running their own "group activity" (Philips, 1983). Native American pupils may be more talkative in the latter two instructional settings. Hawaiian students may respond well chorally but usually prefer not to be called on, or singled out, by teachers. Language development for some Hispanic students can flourish when they have more opportunities to talk in class with their peers. Many Chinese pupils, on the other hand, prefer not to talk until after their language skills have reached an intermediate level. Where student participation is low, effective teachers try alternative interactional structures until they find patterns to involve all the students as much as possible.

Other areas of participation include cooperating with classmates and gaining access to school services. Societies that value **cooperation** among classmates, such as Hispanics and Arabs, orient their pupils toward helping each other, rather than competing with them. It is expected that they will assist their peers during the learning process and it is tolerated during testing. These students will have difficulty understanding the emphasis placed on individual independence by many U.S. teachers even when it permits failure. Cooperative learning methods such as Student Teams Achievement Divisions, Teams-Games Tournament and Jigsaw (Slavin, 1981), help to bridge the cooperative-competitive gap in interactional preferences. These methods provide opportunities to learn appropriate group behavior and reduce feelings of isolation or hostility that can develop in culturally mixed classes.



TRY THIS!

To provide students with a cooperative approach to learning, divide information to be learned from a specific unit into categories. Give teams of students one category each to research and master thoroughly. It then becomes the responsibility of the team to impart the information to each of the other groups of students until the entire class has mastered all of the material.

For example, if a study on insects involves a unit on crickets, teams of about five members should have one of these areas of information:

1. Physical characteristics of the adult
2. Stages of development (life span)
3. Place in food chain
4. Habitat
5. Crickets in myth, lore and legend

Each team researches its subject and shares the information in discussion among themselves. When they have a thorough grasp of the information, they decide the best way to share it with the other teams. After a quiz is given on their subject, if remediation is necessary, they become responsible for that step as well. When all five groups have presented their material, a unit test is administered.

Students also feel more involved in school when they know how to get access to learning materials and extra curricular activities. LEP students can be encouraged early to take an active role in non-academic activities when they are assigned responsibilities that do not require high linguistic proficiency, such as running errands to the office, taking attendance, or working as stage crew during assemblies.

Instruction is adapted to differences in cognitive style.

There is a correlation between cultural group membership and preferred modes of perceiving, remembering, thinking or learning and using information. These are the elements of cognitive style.

Sensory modality strengths are one manifestation of cognitive preferences. It has long been recognized that some students prefer to learn auditorially, others visually, and still others kinesthetically. Many Chinese people have good spatial abilities and native Americans often are particularly good observers. Some Africans, as has been noted, seem to be better auditory learners; they memorize through listening. A deliberately multisensory curriculum is most effective for a multicultural classroom (Cazden, 1981). Young children, in the early grades particularly, benefit from specific sensory instruction. As they mature, they become more flexible with learning through several senses.

The continuum of **field sensitivity** and **independence** has received considerable attention in cognitive style research as well. It refers to the extent to which an individual's perception is influenced by the surrounding field (Ramirez and Castañeda, 1974). Studies show that societies have group tendencies toward one end of this continuum or another and the extent to which a person's perception is sensitive to or independent of the surrounding environment indicates preferences for learning. While it has been said, for example, that people from agrarian, traditional societies tend to be more field sensitive than people from Western, industrialized societies, there will still be a range of perception of field among individuals within either group. Field sensitive pupils need more structure in curriculum tasks and need more opportunities for interpersonal exchanges during learning. They are sensitive to the affective environment of the classroom and need more direct contact with the teacher to achieve in school. Field independent pupils need less teacher-direction and are motivated by the task itself. They work better on independent projects than do their field dependent classmates.

TRY THIS!

As a multisensory language lesson, give a potato to each student and allow two or three minutes for examining it. Students could weigh them, measure the circumference, count the eyes, etc. When time is up, collect all the potatoes from the students and pile them on a desk. Ask the students to select their own potatoes from the pile.

Once they have struggled with this exercise, ask them how they recognized their own potato, eliciting descriptive words. Make lists of all the descriptive words the pupils can think of to describe "a potato" and then make lists of more specific words to describe "my potato". For example:

A potato is ...

brown
round
uneven
heavy
dirty

My potato is....

mottled brown
oval
pock-marked
about the size of my fist
about as heavy as a hamster
gritty with bits of dirt
medium sized

Introduce new vocabulary as necessary to clarify the descriptions. Students may write a descriptive paragraph about their potatoes or a creative paragraph describing the physical attributes of the potato's "family" it may have inherited.

SUMMARY OF CULTURAL CONSIDERATIONS IN THE CLASSROOM

Cultural factors are as important as linguistic factors in educating limited English proficient students. Teachers who are successful are those who have a thorough knowledge of both the implicit and the explicit aspects of their students' culture(s).

Effective teachers:

- Make frequent cultural references in the classroom;
- Actively prepare students to function successfully in the culture of the United States;
- Adapt instruction to minimize areas of possible cultural conflict; and
- Accommodate student interaction preferences and cognitive styles.

The ideal educational setting prepares students who are versatile enough to switch cognitive or cultural styles as the environment requires. Teachers in effective bilingual education programs identify and group students according to their initial strengths. They teach pupils initially in their native language and consistently with their native culture. As time goes on and the learners' abilities are strengthened, teachers gradually modify the teaching/learning situation to introduce another language and cultural style. They continue to build both competencies in students until the class has become flexible enough to learn in either language, either cultural setting or cognitive style. The most effective programs are preparing students who are both bilingual and bicognitive and therefore are thoroughly bicultural. These are the students with the greatest opportunity for scholastic achievement.

TRY THIS!

SELF-EVALUATION CHECKLIST

DO I...

1. Participate in the cultural activities of my own and my student's societies?
2. Make frequent use of cultural information from both societies in the classroom?
3. Consider areas of possible inter-cultural conflict and take steps to alleviate them?
4. Find out all that I can about schooling in my students' native land?
5. Actively teach students about the cultural behaviors appropriate to New Jersey's schools?
6. Respond to the non-verbal as well as the verbal communications of my students?
7. Manage the classroom consistent with my students' interaction preferences?
8. Adapt instruction to the students' preferred cognitive styles?
9. Prepare the students to be thoroughly bicultural?

<u>OFTEN</u>	<u>SOMETIMES</u>	<u>SELDOM</u>

This week I will try to improve _____

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